

2022

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2023

Huddersfield New College

Meeting Skills Needs

Contents

1. Meeting Skills Needs.....	2
2. Local Context and Economy	3
3. Kirklees Curriculum Intent	7
4. HNC’s Response to Local Needs and Local Priorities.....	7
5. HNC’s Curriculum Intent	11
6. HNC’s Education Pathways.....	13
7. HNC’s Student Profile	14
8. HNC’s Student Destinations.....	15
9. Points of interest to consider for future reviews	20

1. Meeting Skills Needs

Under a new section 52B of the Further and Higher Education Act 1992, Governing bodies of institutions within the further education sector (as defined under section 91(3) of the Further and Higher Education Act 1992) must review their provision in relation to local needs, as proposed in the Skills and Post-16 Education Act.

Better alignment between further education provision and the skills students need to secure suitable employment was a key objective underpinning the reforms set out in the Skills for Jobs White Paper. To help achieve that objective, the Skills and Post-16 Education Act 2022 has introduced a new duty on the governing bodies of colleges. The new duty, in conjunction with other reforms, strengthens the way that governing bodies plan their provision and ensures that where there are structural barriers to meeting local needs these are identified and addressed.

Without removing governing bodies' responsibility for determining their curriculum, the duty requires boards to review how well the education or training they provide meets local needs. The governing body must also consider what action they might take (including action which might be taken in conjunction with other educational institutions) in order to better meet those needs. This duty applied from 28th June 2022.

Huddersfield New College is one of a declining number of designated Sixth Form Colleges in England. It was originally inaugurated as a Sixth Form College in 1974, incorporated in 1992 and re-designated as a Sixth Form College in 2010 under the Apprenticeships, Skills, Children and Learning Act 2009. The decision about designation as a Sixth Form College, a distinct sector – separate to schools and general further education colleges, was made by the Corporation on 16th December 2009.

Huddersfield New College does not provide technical education, as defined by the statutory guidance issued by the DfE in October 2022 to support the development and review of Local Skills Improvement Plans. That guidance defines technical education and training as “provision that focuses on progression into and within skilled employment and requires the acquisition of both technical knowledge and a set of practical skills valued by industry.” ([Local skills improvement plans - statutory guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/111111/Local_skills_improvement_plans_-_statutory_guidance.pdf))

Although HNC is not a provider of technical education as our primary focus is on supporting students to progress to higher education, we support the principle of ensuring alignment, where possible, of our curriculum with the skill needs of local and regional employers and stakeholders. This document explains how HNC makes a significant contribution to Kirklees Council's various economic, employment and education strategies:

- Response to Kirklees Council's Post 16 Employment & Skills Plan 2022 (page 8-9 and page 10-11)
- Response to Kirklees Council's Economic Strategy 2019-2025 (page 9-10)
- Response to Kirklees Council's Education Strategy : Our Kirklees Futures 2021 (page 17-18 and page 19)
- Response to Kirklees Council's Strategic Needs Assessment 2018 (regarding SEND) (page 18-19)

2. Local Context and Economy

Index of deprivation 2019

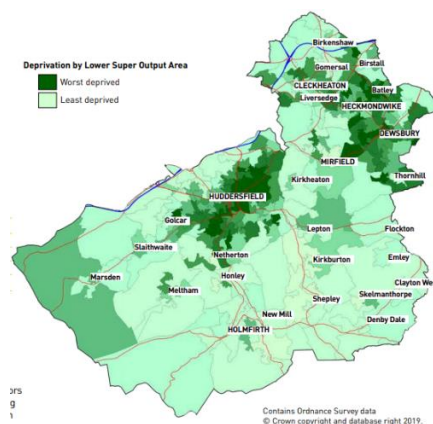
Deprivation in England is measured at Lower Super Output Area (LSOAs) using a variety of indicators grouped under seven domains (income, employment, health, education and skills, housing and access to services, crime, and living environment).

Kirklees is identified as one of the most deprived districts in England for both the Income and Employment summary measures. The Index of Deprivation 2019 (ID 2019) is an update of the Index of Deprivation 2015 (ID 2015) which was released by the Ministry of Housing, Communities & Local Government Department for Communities and Local Government in September 2019. The data for 2019 demonstrates that since 2015 Kirklees has been through a period of decline.

		Rank of Employ't Scale	Rank of Income Scale	Rank of Average Scores	Rank of Average Ranks	Extent Rank	Local Concentration Rank	Most deprived 10% nationally rank
Bradford	ID2019	6	5	13	21	13	17	11
	ID2015	6	5	19	30	18	18	11
Calderdale	ID2019	74	76	66	76	63	54	59
	ID2015	74	79	88	94	83	57	59
Kirklees	ID2019	11	13	83	87	62	81	73
	ID2015	11	16	93	99	82	93	93
Leeds	ID2019	3	4	55	92	50	28	33
	ID2015	3	3	70	98	58	24	31
Wakefield	ID2019	17	32	54	64	51	57	57
	ID2015	17	33	65	72	60	53	62

Note: Rank of 1 = most deprived, 317 least deprived (317 local authorities in England).

In Kirklees, 12.2% of the population live within LSOAs which rank within the bottom 10% in England; this is higher than the average for England where 9.9% of the population are within the bottom 10% LSOAs.



Source: [Index of Multiple Deprivation 2019 \(IMD2019\)](https://www.kirklees.gov.uk/index-of-multiple-deprivation-2019) (kirklees.gov.uk)

Population

The first results from Census 2021 came out on 28 June 2022 and further results became available 29 November 2022.

The estimated population of Kirklees in 2021 was 433,216 and it is projected to grow to 464,224 by 2043. As confirmed by the phase 1 data release of Kirklees 2021 Census, Kirklees' current population is as below:

	Kirklees Yorkshire and The Humber		England
Total Under 15 (%)	18.8	17.5	17.4
Total 15 - 64 (%)	63.5	63.5	64.2
Total Over 64 (%)	17.7	19	18.4

Date: 2021 Source: ONS

The percentage of the working age population (aged 16-64) of Kirklees is projected to decrease to 58.5% (currently 64%) in 2043 while the percentage of people aged over 65 will reach 23% (currently 18%).

[Population - UTLA | Kirklees | Report Builder for ArcGIS](#)

Employment

The profile of local residents of Kirklees is different to the workforce in Kirklees as a result of commuting patterns. The 2011 census shows that 69% of Kirklees residents work in the district. Kirklees has one of the larger net outflows of commuters of districts within the Leeds City Region, with 52,400 people commuting out of the area and 29,500 people travelling into the area for work.

The principal industrial sectors in Kirklees, as outlined in Kirklees Council's Post-16 Employment and Skills - Kirklees District Strategic Needs Assessment (2018), are as follows:

- 29% Public Services including Health
- 21.4% Motor Trades, Retail and Wholesale
- 13.6% Manufacturing
- 5.8% Construction
- 5.8% Accommodation and Food
- 5.2% Administrative and Support Service Activities
- 5% Professional, Scientific and Professional

Household income in Kirklees is also lower than the GB average:

Average median gross weekly earnings and hours worked April 2020 (residents of Kirklees)

	All Workers		F/T Workers		P/T Workers	
	Kirklees	GB	Kirklees	GB	Kirklees	GB
Weekly pay - excluding overtime	£437.1	£472.2	£539.4	£574.9	£191.6	£197
Hourly pay - excluding overtime	£12.71	£13.76	£14.1	£15.18	£9.69	£10.45
Hours worked - total	37	36.9	37.5	37.5	18.8	18.9
Hours worked - basic	36.9	36.8	37.5	37.5	18.5	18.4

Unemployment

Unemployment rates

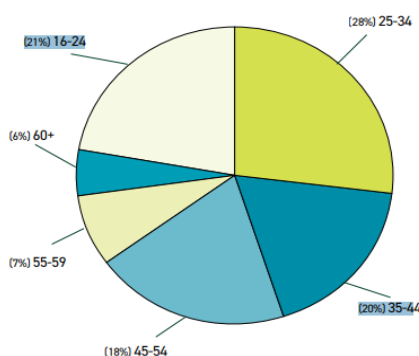
Claimant count

	Kirklees	Yorks & Humbs	Great Britain
June 2017	2.2%	2.2%	1.9%
June 2018	2.9%	2.5%	2.1%
June 2019	3.5%	3.0%	2.7%
June 2020	6.7%	6.5%	6.2%

Source: Office for National Statistics.

Nearly 50% of the unemployed are under 35 (21% are aged 16-24 and 28% are aged 25 to 34):

Age structure of the unemployed June 2020



Source: ONS (Job Seekers Allowance and out of work people claiming Universal Credit). Percentage shown is % of all people unemployed.

Other measures

Between January and December 2018, the economic activity rate for Kirklees was 75.1%, this was lower than the UK average (78.5%). The Gross Value Added per head in Kirklees is low (£17,500 compared to £29,626 in Leeds and £27,555 nationally - as measured in 2017).

Post-16 Education

As made clear within Kirklees Council's Post-16 Employment and Skills - Kirklees District Strategic Needs Assessment (2018), the types of learning aims offered within Kirklees differ between organisations.

The document states that:

- Kirklees College offers 100% vocational education with some students retaking their GCSEs in English and Mathematics.
- Netherhall Learning Campus Studio School predominately offers vocational provision with a couple of A level subjects.
- Greenhead College and Heckmondwike Grammar School provide academic provision.

- Huddersfield New College offers both academic and applied provision in a wide range of subjects.
- St John Fisher, The Mirfield Free Grammar School, Batley Girls High School and Shelley College offer some vocational options alongside their academic provision.

16 - 18 Education Funding Agency
Learners in 2019/20

Number of establishments	9
Name of establishment	No. of students
Further education colleges in Kirklees	8,327
School Sixth Form, Academies and Kirklees Creative & Media School in Kirklees LA	1,592

Source: Education and Skills Funding Agency, 16-19 Allocations

[Kirklees Factsheets 2020](#)

The pattern of post-16 provision in Kirklees differs from much of that in the rest of the country in that a much higher proportion of students are in colleges rather than schools.

Type of school	Kirklees (2020 data*)	National (2020 data)
Students in FE colleges and SFCs in full-time 16-18 education in colleges	84%	56% (54% 2021)
Students in special schools and all other schools in full time 16-18 education	16%	44% (46% 2021)

*Most up to date available data used for comparative purposes.

[Participation Institution and Qualification data' from 'Participation in education, training and employment age 16 to 18', Permanent data table – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](#)

Significant steps have been made towards the creation of a post-16 infrastructure in Kirklees which favours larger specialist providers to act as a key enabler for young people and is responsive to business needs in priority growth sectors. Increased collaboration between the three colleges (HNC, Greenhead College, Kirklees College) helps to ensure that comprehensive high quality and effective provision is sustained.

- **Level 3:** 72% of Kirklees resident students study level 3 qualifications as their core learning aim. 48.0% of all the level 3 students are studying at SFCs; 27.8% in SSFs; and 23.1% at General Further Education & Tertiary.
- **Level 2:** Level 2 accounts for 14.2% of learning aims. 55.8% are delivered by Kirklees College; 12.3% at Huddersfield New College; 18.8% in other GFE's and 4.6% in SSFs.
- **Level 1:** Level 1 accounts for 9% of core learning aims. 60.5% are delivered by Kirklees College.
- **Entry Level:** 4% are studying for entry level qualifications with 81.1% At Kirklees College.

(Source: Kirklees-District-SNA-Appendix-1-2018)

3. Kirklees Curriculum Intent

The young people of Kirklees have a range of post-16 options to choose from and every year over 80% of students in Kirklees choose to study at Greenhead College, Huddersfield New College and Kirklees College. To help them make the choice that is best for them, these three specialist post—16 colleges work collaboratively to craft a curriculum offer which meets their needs and supports their progression to higher education, apprenticeships, and employment.

At the heart of this collaborative approach lies a shared commitment to offering a high-quality educational provision. This means that wherever a student chooses to study, they can be assured that they will experience the same high standards and expectations and achieve life-changing qualifications.

The table below summarises the key characteristics of the three colleges in order to help applicants make an informed choice about their next step.

College	Curriculum	Typical Destinations	Ethos
Greenhead College	A levels	Primarily university with many students choosing to study a wide range of subjects at local and national universities, including Russell Group universities and Oxbridge. A smaller number of students progress to apprenticeships and employment.	Greenhead offers a primarily academic curriculum, with a small suite of vocational courses, within an inclusive and nurturing culture of academic excellence.
Huddersfield New College	A levels Level 2 Applied Level 3 Applied Level 3 Blended (A levels combined with L3 Applied)	Primarily university with students choosing to study traditional and modern subjects at a wide range of universities. Some students also progress to apprenticeships and employment.	HNC offers inclusive and comprehensive A level, Applied and Blended study programmes within a culture of high expectations, supportive challenge, and excellence for all.
Kirklees College	Vocational and Technical qualifications at Levels 1, 2, 3, 4 and 5	Primarily employment / industry and apprenticeships. Students also progress to technical subjects at University or at Kirklees College Higher Skills Centre.	Kirklees College is uniquely vocational. The curriculum offer is at industry-standard. The college is highly inclusive and supportive. Staff are highly skilled and offer both academic and industry knowledge and experience.

4. HNC's Response to Local Needs and Local Priorities

HNC is a key contributor to Kirklees Council’s Post-16 Employment and Skills Plan 2022-2025 and associated strategies.

The Kirklees Post-16 Employment and Skills Plan 2022 – 2025 identifies four priority areas:

1. Empowering our Young People
2. Digital Inclusion
3. Supporting our Communities to Learn and Progress
4. Skills for the Future.

HNC makes a substantial contribution to support the council’s goals in each of these distinct areas as detailed below.

Empowering our Young People

- Kirklees goal 6 (of 8): Support young people who do not achieve good GCSEs in maths and English at Key Stage 4 to achieve those qualifications by age 19.
- HNC support: Every year, HNC supports students to achieve a grade 4 or better in the GCSE passport qualification of English and maths at rates significantly above the national average.

GCSE English and Maths Resit							
Key Performance Indicator	Year					National Averages	
	17/18	18/19	19/20 CAG	20/21 TAG	21/22	All Providers	17 YO
Students	484	498	432	387	243	36,940	
English Grades 9 – 4 (%)	68.0	74.1	70.3	84.9	63.7	31.3	25.6
Maths Grades 9 - 4 (%)	43.1	53.5	48.3	51.9	51.9	22.0	17.1

National data is from JCQ – England GCSE results 2021/22

- Kirklees goal 7 (of 8) Support young people to progress to higher education, including degree apprenticeships, preparing them for the higher skilled jobs in great demand including those in health, care and digital.
- HNC support: HNC students consistently progress to higher education at rates above both national and local benchmarks. Destinations data 2021/22 shows that of the 63% of students who progressed to HE, 34% progressed onto degree courses related to health, care and digital (health (19%), care (6%) and digital (9%)).

Digital Inclusion

- Kirklees goal 4 (of 5) Promote and encourage the take-up of free-to-access digital skills qualifications via the Lifetime Skills Guarantee.
- HNC support: Via the HNC enrichment programme, all students have access to a range of Microsoft Office specialist exams. These qualifications are designed to help students build on their IT skills by improving their knowledge and skills in the Office suite of applications which are used globally. The HNC enrichment programme therefore offers students the opportunity to develop themselves and their skills outside of their chosen subject areas.

Supporting Our Communities to Learn and Progress

- Kirklees action goal 3 (of 6): Maintain a high quality English for Speakers of Other Languages (ESOL) offer, delivered in safe, supportive environments and covering the real-world English skills that local employers expect.
- HNC support: HNC offers an English as an Additional Language (EAL) personalised support programme.

Skills for the Future:

- Kirklees goal 1 (of 7): Build on the success of national and regional reskilling initiatives by supporting Kirklees residents to acquire important transferable skills that are valued by employers across a range of industries.
- HNC Support: The College makes a significant contribution to developing students' employability skills through the development of their cultural capital. Specifically, the OPTICS programme introduces students to, and provides opportunities for them to develop their employability skills. OPTICS refers to the most commonly sought transferable skills that are non-sector specific (organisation, problem-solving, teamwork, initiative, communication, self-development). The College's cultural capital strategy promotes and develops the essential knowledge that students need to prepare themselves for their future success. At HNC, the development of employability skills is woven throughout the curriculum. For full details refer to the 'Cultural Capital Map' document which is available via the Clerk.

The Kirklees economic strategy 2019-25 recognises that all local colleges are facilitating further links to university/FE expertise and with other key sectors in Kirklees, the Leeds city region and beyond. It sets out the key strategic aims for the region of inclusivity and productivity which are underpinned by five priorities, including:

- Kirklees Priority 2 (of 5): Skilled and ambitious people; equipping people with the skills, talents and confidence they need to access good, well paid jobs, contributing to and benefiting from economic success.
- HNC Support: Specifically, the College contributes to Action Programme 4 (delivering an aspiration uplift) through our focus on tackling inequality and promoting social mobility. In June 2022, the National Centre for Diversity announced its UK Top 100 Organisations for equality, diversity and inclusion (EDI). Huddersfield New College came in at Number 1 for the fifth time, being named as the UK Organisation of the Year 2022 and Number 1 in the Top 100 Index for Equality and Diversity. The National Centre for Diversity aims to advance fairness for all in the workplace by helping organisations to embed best Fairness, Respect, Equality, Diversity, Inclusion and Engagement (FREDIE) practices and these endorsements acknowledge HNC as being the best in this field.

Refer to section 7 for additional information on HNC's student profiles and section 8 for student destinations.

- Kirklees Priority 3: (of 5): Building high impact partnerships across private, public and voluntary sectors, with a focus on how 'anchor institutions' can use their employment, procurement, assets and service delivery to build local wealth and achieve better outcomes.
- HNC Support: The College is a key 'anchor institution' within the region focusing on building local wealth by being an employer of 250 local people and by delivering a strong educational experience and outcomes. The College takes seriously its place within the local and regional

community and all strategic curriculum decisions factor in local and regional economic priorities and balance these against the interests of prospective students.

To deliver the Kirklees Post 16 Employment and Skills Plan 2022-2025, the Local Authority is to establish a new Employment and Skills Commission which will oversee the delivery of this plan. The Commission will have representation from further and higher education, work-based learning, employers from sectors of local strategic significance, business representative organisations, the voluntary sector, the local authority and local government agencies. Meeting on a quarterly basis, the Employment and Skills Commission will consider the sustainability of the actions in this strategy. Kirklees College is the FE representative on the commission.

There are 8 key measures within the Kirklees Post 16 Employment and Skills plan; Huddersfield New College actively contributes to these specific measures:

- **Kirklees key measure 7 (of 8)**: Employers report improved work readiness skills amongst new starters.
- HNC supports this measure in the long-term by ensuring that our students achieve the Level 3 qualifications required to enable them to progress to university. We are a key facilitator of the graduate level workforce; we help to meet the national need for skilled graduate professionals. The specific ways in which the College helps students to develop their employability skills is delivered via OPTICS – HNC’s programme specifically designed to improve work readiness skills as outlined within the skills for the future section above.
- **Kirklees key measure 8 (of 8)**: Increase in the proportion of young people from Kirklees entering higher education.
- HNC supports the achievement of this measure by successfully enabling students to progress to university at rates which the DfE define as ‘above average’. Refer to the Destinations section.

Student destinations after 16 to 18 (2020 leavers)

Breakdown of all students ?	School / college	Local authority	England
Number of students	1,267	5,154	542,787
Students staying in education ?	63%	59%	52%
Students entering apprenticeships ?	6%	6%	6%
Students entering employment ?	17%	15%	21%
Students not in education or employment for at least two terms after study ?	11%	15%	16%
Destination unknown ?	3%	4%	5%

[Student destinations - Progression to education or employment \(2020 leavers\) - Huddersfield New College - Find school and college performance data in England - GOV.UK \(find-school-performance-data.service.gov.uk\)](#) published October 2022.

Delivering on local needs and priorities

The following data has been extracted from the most recent version of the Higher Education and Statistics Agency (HESA) Sustained Destinations Report:

- 28% (cf. 17% nationally) of HNC's 2018/19 UCAS applicants progressed to studying a STEM subject (a national priority due to the shortage of degree level entrants in these fields).
- 74.5% of HNC's 2016/17 graduates progressed into professional, graduate jobs within 6 months of graduating (exactly matching the national rate).
- 76% of HNC's 2016/17 graduates were in work 6 months after graduating (cf. 69% nationally).
- Only 4% of the College's 2016/17 graduates were unemployed 6 months after graduation (cf. 5% nationally).
- Of all of HNC's graduates between 2012/13 – 2016/17:
 - 59.2% were working in the same region as the College six months after graduation.
 - 90% were in work or further study six months after graduation (cf. 89% nationally).

5. HNC's Curriculum Intent

HNC's Curriculum intent is to educate, enrich and enlighten:

- Engendering in our students a love of learning and a passion for the subject.
- Equipping our students with the qualifications, knowledge and skills to flourish in their aspirational next step.
- Empowering our students with the confidence to live authentically and the courage to shape a better future.

Curriculum overview

The College's overarching vision is to provide students with a curriculum which is responsive to their needs and local and national priorities; provides them with rigorous and challenging academic and applied study programmes and extensive enrichment opportunities to enable them to flourish and become resilient, active citizens making a significant positive social and economic contribution both locally and nationally whilst leading lives with purpose and personal fulfilment.

The College offers courses at levels 2 and 3 to meet student needs and local, regional and national priorities. The College's Pre-Applied (Level 2) provision is designed to provide students with the opportunity to consolidate their learning and develop their attitude, behaviour and conduct to prepare them for Level 3 study. The Level 3 curriculum offers a broad range of A level and Applied General courses; uniquely for Kirklees students can also follow a blended study programme. The primary focus at Level 3 is to provide students with the knowledge, skills and personal characteristics

to enable them to successfully transition to higher education. Level 3 students who aspire to progress to an apprenticeship or employment receive careers advice and curriculum support to achieve their progression ambitions. An essential element of every students' study programme is the Aspire curriculum which helps prepare them for their next steps in education or employment and teaches them how to be effective citizens and how to stay safe.

Curriculum provision

Reviewing study programmes to meet local and national priorities alongside the needs and aspirations of young people in the local community is a key focus for the College. HNC's curriculum offer is reviewed annually and decisions about the introduction or withdrawal of courses at a strategic level are made based on a number of factors as listed below. Ultimately, the College's overarching vision is to provide students with a rich and deep curriculum that develops their academic knowledge and skills alongside employability skills and develops students in the broader sense as resilient, active citizens prepared to make a significant positive social contribution.

The criteria that the College considers when reviewing the curriculum are the extent to which a course:

1. Improves students' knowledge, skills and achievement in the broadest sense
2. Promotes social inclusion
3. Meets the needs and aspirations of students in the local community
4. Enhances the educational progression options open to students when completing their study programme (FE / HE)
5. Considers local, regional and national employer priorities and employment opportunities
6. Contributes to College finances
7. Contributes to a broad and balanced curriculum offer
8. Promotes a high quality education

The outcomes of the annual review of the College's curriculum in 2021/22 are summarised in the table below.

Course and level	Rationale for change
Courses added to the College's curriculum	
N/A	
Courses removed from the College's curriculum	
BTEC Level 2 Extended Certificate in Art & Design	<ul style="list-style-type: none"> • This course did not meet criteria 3, 6, 7.
BTEC Level 2 Extended Certificate in Science	<ul style="list-style-type: none"> • This course did not meet criteria 3, 6, 7.

6. HNC's Education Pathways

Education Pathway	Progression Data* 2022 leavers (2019 L3 national figure in brackets)	Qualifications	Study Programme
Pre-applied	<ul style="list-style-type: none"> L3 study at HNC: 55.7% (27%) Apprenticeships: 6.3% (19%) Employment: 1.6% (25%) 	<ul style="list-style-type: none"> BTEC Level 2 Extended Certificate (3 GCSE equivalent) GCSEs 	1 year (pre-applied) <ul style="list-style-type: none"> One L2 Extended Certificate As required: <ul style="list-style-type: none"> GCSE English GCSE maths
A Level	<ul style="list-style-type: none"> HEI degree level study: 70.8% (58%) Apprenticeships: 8% (6%) Employment: 20% (23%) 	<ul style="list-style-type: none"> A levels 	2 years (Year 12 & Year 13) <ul style="list-style-type: none"> Option 1: 3 A levels Option 2: 4 A levels
Blended Option 1	<ul style="list-style-type: none"> HEI degree level study: 63.5% (58%) Apprenticeships: 4.0 (6%) Employment: 15.5% (23%) 	<ul style="list-style-type: none"> A levels One A level equivalent qualifications 	2 years (Year 12 & Year 13) <ul style="list-style-type: none"> Two A levels and one L3 Extended Certificate
Blended Option 2	<ul style="list-style-type: none"> HEI degree level study: 63.5% (58%) Apprenticeships: 3.0 (6%) Employment: 16.3% (23%) 	<ul style="list-style-type: none"> A levels One A level equivalent qualifications 	<ul style="list-style-type: none"> One A level and two L3 Extended Certificates One A level and one L3 Diploma Three L3 Extended Certificates
Applied	<ul style="list-style-type: none"> HEI degree level study: 59.3% (58%) Apprenticeships: 4.6 (6%) Employment: 19.2% (23%) 	<ul style="list-style-type: none"> Three A level equivalent qualifications Two A level equivalent qualifications One A level equivalent qualifications 	2 years (Year 12 & Year 13) <ul style="list-style-type: none"> Option 1: One L3 Extended Diploma Option 2: One L3 Diploma and one L3 Extended Certificate As required: GCSE maths

* Note that the figures in this column do not sum to 100% because the data extracted is that which is most pertinent for this report.

7. HNC's Student Profile

Provider information at 1 st census 2022								
Main course or learning programme level	L1 or below		L2		L3		L4 and above	
Total number of students (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+
	0	0	109	0	2743	46	0	12
Number of apprenticeships by apprenticeship level and age	Intermediate		Advanced		Higher			
	0	0	0	0	0	0	0	0
Number of traineeships	16-29		19+		Total			
	0		0		0			
Number of students aged 14 - 16	0							
Number of students for which the provider receives high needs funding	26							
Funding received from	Education & Skills Funding Agency (ESFA)							
The provider contracts with the following employers / subcontractors	N/A		Geographical spread of training premises and students, particularly work-based students and apprentices (regions or sub-regions)				N/A	

E&D monitoring	HNC					Kirklees
	Year					*2021 **2019
	2017/18	2018/19	2019/20	2020/21	2021/22*	
Female	55%	54%	55%	56.4%	56.8%	51% *
Male	45%	46%	45%	43.6%	43.2%	49% *
Minority ethnic	31%	29%	29%	31.2%	34.2%	21% **
All other students	69%	71%	71%	68.8%	65.8%	79% **
% with disclosed disability / learning disability	22%	24%	28%	23.1%	16.2%	
In receipt of bursary	22%	21%	23%	24.1%	25.6%	
In receipt of free school meals (FSM)	14%	13%	14%	8.3%	9%	21% **
% defined as economically deprived	37%	33%	32%	33.5%	31.5%	
Enrolment by age	2017/18	2018/19	2019/20	2020/21	2021/22	
14 - 16	0	0	0	0	0	
16 - 19	2387	2433	2511	2719	2743	
19+	26	17	15	36	46	
Total student enrolment	2413	2450	2526	2755	2789	
Year 12 prior attainment band**	2017/18	2018/19	2019/20	2020/21	2021/22	
Low (0.00 - <4.77)	54%	52%	45%	45.8%	38.4%	
Mid (4.77 - <6.10)	37%	38%	38%	38.2%	39.8%	
High (6.10+)	9%	10%	17%	16%	21.6%	
Enrolment by qualification type	2017/18	2018/19	2019/20	2020/21	2021/22	
GCSE Maths and English	484	514	425	411	307	
Level 2 BTEC	179	171	145	142	109	
A Level (year 13)	1066	1109	1274	1272	1554	

HNC						Kirklees
E&D monitoring	Year					*2021 **2019
	2017/18	2018/19	2019/20	2020/21	2021/22*	
Year 12 BTEC	1106	1061	1557	1535	1151	
Year 13 BTEC	872	933	1248	1241	1285	

*Data to be inserted post day 42.

**Prior attainment bands are set by Alps. For the 2017/19 cohorts, the low band was 0.00 - <5.55, the mid band was 5.55 - <6.4, and the high band was 6.4+. In 2019/20 Alps reviewed the GCSE banding, bringing it in line with the numeric GCSE score values.

8. HNC's Student Destinations

The vast majority of Level 3 students come to the College to gain the qualifications necessary to undertake higher study at university. Curriculum staff embed the teaching of the key higher order thinking skills that students will require to be successful at university into their everyday practice and explicitly signpost these skills throughout their course delivery. In addition, they deliver two vision weeks in the year; the focus for these weeks is on subject-specific progression opportunities.

A key focus for the Aspire curriculum throughout the two years that students spend on their Level 3 courses is on ensuring that every student has a clear vision for their future. This vision is revisited and refined during students' regular 1-to-1 meetings with their Progress Tutor. Curriculum staff also devote lesson time to explaining how their course helps students prepare for their future and check to ensure that an individual student's vision is clearly aligned with their study programme.

Many students on applied study programmes undertake career-specific work experience placements either as a mandatory element of their study programme or as an addition to their study programme. The table below summarises the College's current work experience offer within the curriculum. All students have access to the careers team and the work experience officer so that they can participate in opportunities that will further support their progression from the College.

Applied General qualifications – Work Experience

Qualification	Unit	Mandatory / Optional	Placement times	Students (2022/23)
BTEC Level 3 Extended Diploma Health & Social Care	Unit 6 Work Experience in Health and Social Care	Mandatory	Year 12: Two weeks in June Year 13: One day per week (October – June)	152
BTEC Level 3 Diploma Health & Social Care	Unit 6 Work Experience in Health and Social Care	Optional	Year 12: Two weeks in June	117
BTEC Level 2 Extended Certificate Health & Social Care	Unit 2 Health and Social Care Values Unit 3 Effective Communication in Health and Social Care Unit 12 Creative and Therapeutic Activities in Health and Social Care	Mandatory Mandatory Optional	Two weeks in December	33

Qualification	Unit	Mandatory / Optional	Placement times	Students (2022/23)
	Unit 13 The Health and Social Care Sector	Optional		
BTEC Level 3 Extended Diploma / Extended Certificate Travel & Tourism	Unit 13 Work Experience in Travel and Tourism Unit 15 Recruitment and Selection in Travel and Tourism	Optional Optional	Year 13: Three weeks in January Year 12: Three weeks in June	27
BTEC Level 3 Extended Diploma / Foundation Diploma Business	Unit 27 Work Experience in Business	Optional	Year 13: Three weeks in January Year 12: Three weeks in June	77
CACHE – Childcare and Education Level 3 Diploma	Effective Practice & Extended Assessment	Mandatory	Years 12 & 13: Two days per week September – June (750 hours over 2 years)	60

The College’s careers team have a careers interview with every year 12 student. The focus of the meeting is to review / establish the student’s vision and to signpost them to other opportunities that they should avail themselves of to support the achievement of their vision. Pre-Applied and Year 13 students are risk-assessed and the careers team proactively support those students who have no progression plans. Curriculum staff support progression planning through the implementation of the careers-related aspects of the cultural capital strategy. This includes two vision weeks per year, an apprenticeship week and a careers week. In addition, students and staff make regular use of Unifrog to support progression planning. According to the Compass self-assessment tool the College achieved all of the Gatsby standards.

Pre-applied (Level 2) students follow a curriculum which is specifically designed to prepare them to progress on to the L3 Applied pathway. There is a clear focus throughout this pre-applied year on developing the cohort’s attitude to learning, behaviour and conduct to ensure that they can be successful Level 3 students.

DfE data for the 2020 leavers (the most recent year for which DfE data is available) shows that HNC’s leavers progress to a positive destination (stayed in education or went into employment from October to March the following year, or stayed in an apprenticeship for at least 6 months) at higher rates than both the local authority and England rates:

Students progressing to education or employment

Total number of students: 1267



[Student destinations - Progression to education or employment \(2020 leavers\) - Huddersfield New College - Find school and college performance data in England - GOV.UK \(find-school-performance-data.service.gov.uk\)](#) published October 2022.

The College’s headline figure for students progressing onto higher education is significantly above the national average.

Destinations headline figures

Category	Huddersfield New College [^]				Kirklees authority state funded schools / colleges*	England state-funded schools / colleges*
	2018/19	2019/20	2020/21	2021/22		
UK higher education institution	72%	72.1%	69.8%	67.6%	63%	62%
Top third of higher education institutions	11.3%	12.8%	13.5%	11.4%	20%	17%
Sutton 30		13.1%	12.2%	10.3%		
Russell Group	11%	12.4%	11.3%	8.8%	19%	15%
Oxford or Cambridge	0%	0.2%	0.3%	0%	1%	1%
Local Universities (based in Bradford, Huddersfield, Leeds, Manchester or Sheffield)		79.8%	66.8%	62.1%		
Huddersfield University		37.9%	34.8%	29.7%		
Full-time employment	13%	13.5%	16%	18.6%	15%	21%
Students not in education or employment	2%	4.2%	3.9%	9.2%	15%	16%
Destination unknown	1.3%	2%	1.6%	0.8%	4%	5%
Apprenticeships	9%	4%	7.9%	5.5%	6%	6%

[^] All data comes from the College’s most recent UCAS report; there are often differences between the UCAS data and the data presented in the DfE’s

* National comparisons are taken from the latest release of the DfE’s KS5 data tables

Not in Employment, Education, Training (NEET)

Kirklees Council’s education strategy - [Our Kirklees Futures | Kirklees Council](#) – approach to learning 2021-2030, makes clear that the Council’s vision is for students across Kirklees to make outstanding progress (as measured against National metrics) and for transition between ages and stages securing progression which further enables those not in employment, education and training to be provided with positive pathways.

On all key headline measures used by the DfE the College out-performs local authority and England averages (2020 leavers):

Student destinations after 16 to 18 (2020 leavers)

Breakdown of all students ?	School / college	Local authority	England
Number of students	1,267	5,154	542,787
Students staying in education ?	63%	59%	52%
Students entering apprenticeships ?	6%	6%	6%
Students entering employment ?	17%	15%	21%
Students not in education or employment for at least two terms after study ?	11%	15%	16%
Destination unknown ?	3%	4%	5%

[Student destinations - Progression to education or employment \(2020 leavers\) - Huddersfield New College - Find school and college performance data in England - GOV.UK \(find-school-performance-data.service.gov.uk\)](#) published October 2022.

The significantly lower than average NEET rate at HNC continues to contribute to the regional and national priority to prevent young people from falling into this category, due to its strong correlation to a life of worklessness.

Special Educational Needs & Disabilities (SEND)

The Kirklees District Strategic Needs Assessment (2018) states that the majority of the 16 year olds with SEN (88.3%) were in education, employment or training (EET), also 78.6% of the 17 year olds, 89.4% of the 18 year olds and 70% of the 19 year olds with SEN were EET. All figures are higher than the national figures for the same groups.

Equality & Diversity Analysis of A Level results and of Year 13 Level 3 BTEC (RQF) results demonstrates excellent outcomes on all measures, with no significant differential performance regarding SEND.

A Level – SEND			
Key Performance Indicator	Year		All HNC Students 21/22
	20/21 TAG	21/22	
Students (1+ entry)	139	135	699
Avg. G score	5.38	5.61	5.81
Pass Rate (%)	100	99.0	98.5
A* - B (%)	60.6	48.6	49.1
A* - C (%)	86.9	74.5	77.0
ALPS QI	2	3	4
ALPS T Score	2	4	5
ALPS On Target	2	4	5







L3 BTEC (RQF Ext. Cert. / Diploma / Extended Diploma) – SEND			
Key Performance Indicator	Year		
	20/21 TAG	21/22	All HNC Students 21/22
Students	226	206	940
Avg. G score	4.34	4.58	4.84
ALPS QI	2	5	5
ALPS T Score	3	5	3
ALPS On Target	3	4	4

Students classified as SEND or high needs are fully integrated into the College community and participate in every aspect of College life (including enrichment activities and educational trips & visits).

Disadvantaged Students

Kirklees Council’s education strategy - [Our Kirklees Futures | Kirklees Council](#) – approach to learning 2021-2030, states that gaps in achievement for those deemed disadvantaged or with additional needs are to be significantly and consistently reduced, with inequalities addressed during the life span of the plan (by 2030). At HNC, disadvantaged students continue to perform particularly well for destinations on leaving the College:






Disadvantaged student destinations after 16 to 18

Breakdown of all students 	School / college	Non-disadvantaged students	
		Local authority	England
Number of disadvantaged students	221	3,940	408,533
Disadvantaged students staying in education 	65%	61%	53%
Disadvantaged students entering apprenticeships 	4%	7%	7%
Disadvantaged students entering employment 	15%	16%	22%
Disadvantaged students not in education or employment for at least two terms after study 	15%	13%	13%
Destination unknown 	1%	4%	5%

[Student destinations - Progression to education or employment \(2020 leavers\) - Huddersfield New College - Find school and college performance data in England - GOV.UK \(find-school-performance-data.service.gov.uk\)](#) published October 2022.

The positive progression of disadvantaged students is also the case for those progressing into Higher Education in 2018 (this data is taken from the DfE’s KS5 table and is the most up to date available).

Disadvantaged students

Destinations after 16 to 18	School / college disadvantaged students	Local authority (non-disadvantaged students)	England (non-disadvantaged students)
Higher apprenticeships 	0%	1%	2%
Degrees 	70%	71%	63%
of which are top third higher education institutions 	5%	24%	19%
of which are Russell Group institutions 	3%	22%	17%
of which are Oxford or Cambridge	0%	1%	1%
Other study at level 4 or 5 	2%	2%	2%

9. Points of interest to consider for future reviews

- For HNC to consider and integrate, where appropriate, education needs from other local and regional areas for the purposes of further reviews e.g. Calderdale, Bradford, Leeds City Region. Early reviews of the Leeds City Region Plan show significant overlap with Kirklees Council's strategic documents but it also identifies emerging sectors including the digital and creative industry. The next iteration of this document will therefore pick up this point as a further angle of research.
- For HNC to remain informed of the Employment and Skills Commission decisions regarding sustainability of the actions of the Kirklees Post-16 Employment and Skills Plan and respond accordingly.
- For HNC to monitor developments of the Government's 'employers first' skills reforms by keeping informed of local skills improvement plans, which are to be led by business organisations such as local chambers of commerce, and respond accordingly.
- To undertake an annual review of the underpinning data within this report to inform Governors strategic planning in February.

Additional sources

[Local skills improvement plans - statutory guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Index of Multiple Deprivation 2019 \(IMD2019\) \(kirklees.gov.uk\)](https://kirklees.gov.uk)

[Exploring local income deprivation \(ons.gov.uk\)](https://ons.gov.uk)

[Kirklees Factsheets 2020](#)

[Kirklees Economic Strategy 2019 to 2025](#)

[Kirklees-District-Strategic-Needs-Assessment-2018.pdf](#)

[Employmentskillsplan2022.pdf](#)

[Kirklees-District-SNA-Appendix-1-2018.pdf](#)

[180615-post-16-skills-strategy-plan-2018-cm26351.pdf \(kirkleesleadership.com\)](#)

[Student destinations - Progression to education or employment \(2020 leavers\) - Huddersfield New College - Find school and college performance data in England - GOV.UK \(find-school-performance-data.service.gov.uk\)](#)

[Our Kirklees Futures | Kirklees Council](#)

[Population - UTLA | Kirklees | Report Builder for ArcGIS](#)

['Participation Institution and Qualification data' from 'Participation in education, training and employment age 16 to 18', Permanent data table – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](#)